

English 101A Online Lab  
Basic Overview  
Ohlone College  
2011 - 2012

### Overview of the Online Lab

As many of you know, last Spring 2010, the English 101A lab went online, and the lab will continue to be offered online in 2011-12, as it was last year, with the likelihood of the program continuing to be offered in an online format for the foreseeable future. As before, what this means for instructors is that students will be submitting their lab work via Blackboard, Ohlone's Online Education program for online courses.

In its current form, the lab consists of a series of seven Learning Modules, focusing on various aspects of research skills, and is expected to culminate in a research paper, which is to be assigned and graded by the instructor. Lab quizzes accompany each Learning Module. Quizzes #1, 2, 4, and 7 are self-scored within Blackboard, while Quizzes #3, 5, and 6 require instructor scoring and feedback (either online within Blackboard, or on hard copy that students print out and turn in).

Each section of English 101A will have its own Blackboard shell with the same basic design. Students can access quizzes for each module either through the links on the front page or through the Learning Module link in the left hand menu bar.

Questions on **self-scoring quizzes** are now set up to be **randomized**, so students will receive their questions in different order, but they will all receive the same set of questions. **Scores** are currently set to **automatically release** to students, **along with answers** to the quizzes, upon completion of each of the self-scoring quizzes. (Quiz 4 now also includes explanatory **feedback** with answers.) **Due dates** are currently **open-ended**, so no one will be locked out of submitting a quiz. **Instructors will still need to set their own due dates** for each quiz and **may include these dates on their Syllabus**. (You may also reset the due dates on each quiz in Blackboard if you like, but this is not necessary--submission dates are recorded in Blackboard, so instructors can always see if a quiz was submitted after the due date for each student.)

Instructors may use the Blackboard lab shell as is or may customize it as they see fit, as long as the basic Modules are assigned to students, along with a research paper. Student **research papers** may be submitted electronically within the lab shell via **Safe Assign**, the online plagiarism checker embedded into the system. Instructors may request students to submit hard copy versions of their papers, as well.

### Instructor Training

\*\*There will be an **English 101A Blackboard lab training for instructors** during Flex Week, **Wed 8/24, 1:00 - 2:00 p.m.**, at Newark, in NC-1102. **One-on-one sessions** will also be available by appointment at any time during the semester with either **Rachel Sherman** or **Perri Gallagher**. Contact **Quan Nguyen** in the Online Education office for technical problems with Blackboard, or to get help customizing your lab shell. There will be a more **general Blackboard Flex Week workshop, Wed 8/24, 10:00 a.m. - 12:00 p.m.**, in NC-1102, right before the **English 101A lab training**. Additional training in Blackboard is available on an ongoing basis through Ohlone's Online Education program. See the Online Education website for information.

## Student Instructions

**It is recommended that instructors provide a brief overview of the lab program to students towards the beginning of the semester.** Students will need to know how to log in to Blackboard and how to get into the lab program from their Blackboard entry page. They will also need some guidance learning how to navigate the lab program. **Student lab instructions** will be available on the **ELC website**. (Click the link for English 101A on the left-hand menu bar under ELC Components.)

Students may get help with Blackboard by emailing: [ecampus@ohlone.edu](mailto:ecampus@ohlone.edu). See the Online Education homepage for additional information. (Click Online Classes on the Ohlone home page.)

Lab shells will be available some time this summer, so you may go in and begin familiarizing yourself with the lab program. **\*\*If you do not know your Blackboard username and password, you can contact Quan Nguyen at [qnguyen@ohlone.edu](mailto:qnguyen@ohlone.edu). The Blackboard login page can be accessed from the Online Classes link on Ohlone's homepage.**

## Basic Guidelines

### Blackboard Login Instructions

To get into Blackboard, click Online Classes from the Ohlone homepage. Then click Login to Blackboard on the right. This will take you to the login page. (You may want to bookmark this page for quicker access in the future.) Enter your Blackboard username and password. This will take you to your Blackboard entry page. Click on the English 101A lab class that is listed under My Courses to access the lab shell for your section of English 101A. (You can personalize your Blackboard entry page by clicking Personalize Page at the top of the screen. You can also change the Modules and Tools which are displayed on this page by clicking Add Module on the left. See the various links in the Tools box, as well.)

### How to Navigate the Online Lab

Once you are within the course, there are two modes which instructors can use to view and navigate through the course: **Edit Mode On or Off** (on the upper right of the screen). **To view the Learning Modules** as students would see them, click **Edit Mode Off**. **To make changes** to your individual Blackboard lab shell (to customize it), click **Edit Mode On**. **To access the Grade Center to view student scores and submissions**, click **Edit Mode On**.

To take a tour through the Online Lab program, click **Edit Mode Off** to get started. You can **view the content** of each Learning Module and also take **practice quizzes** from this mode.

### How to Get to the Modules

Students can access the seven Learning Modules, as well as the quiz for each module, either directly from the links on the front page (on the Home Page) or through the Learning Modules link in the left-hand menu bar. (Quizzes can also be accessed directly from the Quiz links in the left-hand menu bar.)

## Content of the Modules

Students are expected to read the content of each module and complete each quiz by the due dates set by their instructor. The module pages should be read before completing the quiz for that module.

### 1) Planning the Documented Paper

This module outlines the concepts of understanding the scope and purpose of a documented paper, identifying the steps required, and creating a timeline for assignments during the semester. Outlining is also covered in this module.

This module concludes with a **self-scoring quiz**.

### 2) Avoiding Plagiarism

This module introduces students to the definition and consequences of plagiarism, citing local standards and describing strategies students can use to avoid plagiarism in their writing.

This module concludes with a **self-scoring quiz**.

### 3) Finding Information.

This module discusses various sources of information such as library catalogs, books, periodicals, periodical databases, and the World Wide Web, and describes the role of each type of source in effective research. The differences (and overlap) between traditional library resources and Internet sources are discussed. Finally, the module introduces students to specific research tools available through the library web site: the online catalog HANS; the library's eBook collections; online reference and periodical databases; the Federated search tool Central Search; and Links to Internet Resources.

This module concludes with an assignment which guides students through the use of various library finding tools. An MLA Works Cited listing is required for each source gathered in the assignment. A link to the **Ohlone Library MLA Citation Guide** with models for how to list various sources on a Works Cited page is included in the assignment.

This assignment **requires instructor scoring and feedback**.

### 4) Evaluating Information

This module introduces students to the importance of evaluating sources of information for quality. It covers why, when and how to approach the process of critical evaluating, focusing on the five criteria of relevancy, authority, purpose, currency, and objectivity. Distinctions between types of sources such as scholarly vs. popular periodicals are explored, and the particular concerns in evaluating web sites are highlighted.

The module concludes with a **self-scoring quiz**.

### 5) Using Parenthetical Citations

This module provides basic MLA guidelines for citing sources within a paper and illustrates a variety of parenthetical citation examples.

This module concludes with an assignment which asks students to generate sample parenthetical citations.

This assignment **requires instructor scoring and feedback.**

#### 6) Integrating Quotations

This module guides students through a variety of strategies for integrating quotations and discusses the what, when, and how of integrating quotations.

This module concludes with an assignment which asks students to generate sample integrated quotations.

This assignment **requires instructor scoring and feedback.**

#### 7) Preparing the Works Cited List

This module introduces the elements of MLA citation for print and digital resources, and provides answers to frequently asked questions about formatting and creating a list of works cited using MLA format.

The module concludes with a **self-scoring quiz.**

#### Self-Scoring Quizzes

The following quizzes are **self-scoring** within the lab program:

Module 2 (Plagiarism) Quiz

Module 4 (Evaluating) Quiz

Module 7 (Works Cited) Quiz

The lab program is currently set to release student scores (and answers) once a quiz has been submitted. **Students can view their scores** by clicking the **Lab Grades** link in the left-hand menu bar. They should click their **Attempt** link to view their answers. They can also view their scores by clicking the specific **Quiz link**, then clicking Begin, and clicking OK to view their attempt.

**Instructors can view student scores** for the self-scoring quizzes through the **Grade Center** link under Course Management in the left-hand menu bar. Make sure to click **Edit Mode On** to access the Grade Center. To view scores for the self-scoring quizzes, you can either select **Full Grade Center** to view all scores or **Tests** to view only the scores for the self-scoring quizzes. Click on the drop-down menu next to the student score to view the student's attempt.

#### Quizzes Requiring Instructor Feedback

The following exercises **require instructor scoring and feedback:**

Module 3 (Finding information)

Module 5 (Parenthetical Citations)

Module 6 (Integrating Quotations)

To give feedback to students directly on their online submissions, click **Edit Mode On**, then go into the **Grade Center**, and either select Full Grade Center to view all scores and submissions, or click **Assignments** to view only the submissions for Quizzes 3, 5, & 6. You can also select **Needs Grading**. New submissions that are not yet graded will have a **green icon**; click the icon to view the submission

(the student attempt). If the student has attached a document, you will need to click on it to open it and view it. You can enter **comments** either on their Word Document, save and attach, or you can enter comments in the comments box on the submission page. Enter a **grade** at the bottom of the page and hit Save. As you score each submission, you will have the option to move on to the next one in line.

(As an **alternative**, you may have students **print out their lab work** and turn in as hard copy. You can keep track of lab scores in your own grade book for hard copy submissions. Just make sure to include all grades when sending lab grades to David Wood in the ELC at the end of the semester.)

### Lab Grades

**Instructors will be required to submit lab grades to David Wood in the English Learning Center (ELC) at the end of the semester** (either on an excel spreadsheet sent via email, or submitted as hardcopy; contact the lab directly if you have questions about this). This should include **all aspects of the lab program**, including the **online lab quizzes, the research paper, and any other related research assignments** (all of which total the **25% lab grade** for the course). Make sure to **document student research** in some way (i.e. instructors can have students turn in an annotated bibliography, lists of tentative sources, research notes/note cards, an outline for their research, etc., and should include these scores on the spreadsheet that is sent into the ELC, along with the research paper grade and the online lab quiz grades).

### Due Dates

Instructors may set their own due dates for each quiz and **should inform students of these due dates** at the beginning of the semester (either on their Syllabus, or on a handout, or verbally in class). There are no set due dates for quizzes within Blackboard, so no one will be locked out of submitting a quiz.

You may reset the due dates on each quiz in Blackboard if you like, but this is not necessary-- submission dates are recorded in Blackboard, so instructors can always see if a quiz was submitted after the due date for each student.

### Customizing Your Lab Shell

Instructors may wish to customize their individual lab shells to suit the needs of their particular class. Feel free to add links or files for students or to create discussion topics in the Discussions area—just **make sure not to delete any of the core lab content. This must remain consistent across all sections of English 101A.**

To **Hide or Delete** a feature from the left-hand menu bar, click the drop down menu next to the link, and select either Hide link or Delete. Make sure Edit Mode is On. **\*\*Do not Hide or Delete Quizzes or Learning Modules!** These are required features of the Online Lab, along with the Lab Grades link and Web Links. (Please note: When you Hide or Delete an item from the menu bar, the item will be hidden or deleted from other areas of the program where it would normally appear, also.)

### Mail Feature

Students may email their instructor or other students in the class in Blackboard via the Mail feature. To send mail in Blackboard, click the Mail link in the left-hand menu bar, and click Create Message. Then

click “To” under Recipients, select the recipient, and click the arrow right button to move them into the Recipients box. Then click Submit at the bottom of the page after entering a subject and a message.

**The Mail feature in Blackboard does not take actual email addresses. \*\*Also, please note: There are no New Mail icons that show up for new mail. Students and instructors must click the Mail link to check for new mail.**

### Discussion Area

Instructors may wish to design interactive discussion topics to go with each module or to create other discussion forum topics for use in the class. This can be an effective and dynamic way to provide instructor-student and student-student contact in an online learning environment. **Each module is automatically set up with a Forum in the Discussion area.**

**\*\*Instructors are encouraged to make use of the Mail and/or Discussion features for the purposes of instructor-student and student-student contact.** (If you do not plan to use these features, you should let students know and should be sure to provide other means of contact.)

### Safe Assign

An online **Safe Assign Drop Box** has been created for students to upload their research paper as directed by the instructor.

To submit their papers, students should click on the Safe Assign Drop Box link, click View/Complete under Research Paper, and follow the instructions that appear to attach a file and Submit.

This is an optional plagiarism checker which instructors may choose to use for any of their paper assignments and is not restricted for use with the research paper. Instructors may choose not to use it, as well.

### Web Links

There are many useful research-related links uploaded into the Web Links area of the online lab program, including links to the **Ohlone Library’s “MLA Format – Sample Works Cited Entries” citation guide** (with models of how to list different kinds of sources on a Works Cited page), as well as the **Purdue Online Writing Lab**, with a comprehensive MLA section, as well as useful grammar pages. Instructors may upload additional links to this area.

### For More Information

If you have questions, or to get additional instructions for customizing specific areas of the lab program, or for adding features, files, links, or other items, contact Rachel Sherman or Perri Gallagher, or contact Quan Nguyen in the Online Education office.

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